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ABSTRACT

Major reforms in Nigerian University education since independence (October, 1960) are examined. An overview of the early beginnings of higher education in Nigeria is followed by a consideration of the recommendations of the Elliot and Asquith Commission reports (1943 and 1945) on future university development. A major outcome of the reports was the establishment of University College in Ibadan in 1948. Characteristics of the college from its foundation to independence are outlined, including a discussion of the decline in Nigerian student enrollment from 28 percent of the total number of Nigerian students in higher education to 18 percent. Following independence Nigerians became actively involved in the decision-making processes at every level of development and education received high priority. The rationale for the priority placement of higher education is recounted and the goals of an African university pre- and post-revolution are identified. During the years 1960-1973 universities grew at the rate of 1,300 percent and the Nigerian student population increased from 1,395 in October, 1960, to 47,000 in June, 1978. Admissions policies, including an increase in female students, and the rise of a strong student union are examined. Staffing, academic orientation, and curricula are explored. University autonomy and aspects of university administration and financing are also discussed, as is the sensitive relationship between the universities and the government. Eleven future trends, including such predictions as an increase in the number of universities and the need to seek financial support from industries, private organizations, and individuals as well as the government, are proposed. (PHR)

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POST-INDEPENDENCE UNIVERSITIES IN NIGERIA: AN EXAMPLE OF DISATISFACTION WITH COLONIAL EDUCATION SYSTEMS IN THE THIRD WORLD

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A PAPER PRESENTED

BY

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AT THE SECOND NATIONAL CONFERENCE ON
THE THIRD WORLD, UNIVERSITY
OF NEBRASKA AT OMAHA, NEBRASKA
ON NOVEMBER 17, 1978

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We must not suppose that the Anglo-Saxon methods are final, that there is nothing for us to find out for our guidance, and that we have nothing to teach the world....Things which have been of great advantage to Europe may work ruin to us....

Dr. Edward Wilmot Blyden
President of Liberia College
(1881 Inaugural Address)

INTRODUCTION

The Federal Republic of Nigeria occupies a total land area of about 913,073 sq. km. (356,669 sq. miles). With an estimated population of about 80 million people, Nigeria is the most populous country in Africa. For over half a century (1900-1960) modern Nigeria was a colonial territory of Britain. No sooner had Nigeria achieved political independence in October 1960, than the dimensions of the various problems created by colonial legacies began to unfold themselves. One of the legacies was the colonial university education system.

Like most people in newly independent third world countries faced with numerous problems in areas of agriculture, housing, health, transportation and communications, water supply, literacy, urbanization and industrialization, Nigerians strongly believed in the potency of University education in the socio-economic and political transformation of Nigeria. This belief strengthened by the post-independence slogan "Africa is in a hurry" affected the thinking of most post-independence leaders who advocated in their writings and speeches, new educational policies and practices geared to the fulfillment of the hopes and aspirations of Nigerians, as against those designed to serve the whims and caprices of colonial interests.

Consequently, the post-independence era in university education in

Nigeria, has been characterized by remarkable reforms in category of concerns such as the nature and purpose, enrollment, finance, curricula, staffing, physical facilities, administration and control. The new emphasis has been to break down colonial practices and build new concepts of university education as they affect Nigerian overall development and needs. The identifiable major shifts away from the colonial practices in Nigerian Universities collectively represent examples of disatisfaction with colonial education system in newly independent third world countries.

An attempt will be made in this paper to highlight some of the major reforms that have been made since independence, by using the Trend Extrapolition technique to examine what was, what is and what will be in Nigerian University education:

EARLY BEGINNINGS OF HIGHER EDUCATION IN NIGERIA

There is ample evidence that as far back as 1571, a Nigerian called Domingos (the son of Sebastian, the Olu of Warri) had his higher education studies in Lisbon, Portugal. Although the Warri, like the Benin Mission, was short-lived, it provided us "an early, probably the earliest, example of the pursuit of higher education in Europe by a Nigerian."[1]

Following the above early example, the Christian missionaries were the first to give thought to the establishment of former Western institutions of higher education in West Africa, when in 1827 the Church Missionary Society founded the Fourah Bay College in Sierra Leone. The College was later affiliated to the University of Durham in 1876. The

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[1]Okafor, Nduka - The Development of Universities in Nigeria, Longmans, London, 1971, pg. 7.

same missionary enterprises led to the founding of the first higher education institutions which were considered to be potential universities in Nigeria. These were Saint Andrew's College, Oyo; Awka Teachers' College and Christ the King College, Onitsha.

During the closing years of the nineteenth century, Nigerians voiced their disatisfaction over the non-existence of a university in Nigeria. Their demands for a university continued well into the submission of the Phelps-Stokes Commission report in 1922. The commission's report did not do much to meet the genuine desires of Nigerians, for among others the Commission said,

> ....it seems probable that for some years to come African colonies must depend upon Europe and America for university training.[2]

The above recommendation kindled more agitations for the establishment of institutions of higher education in Nigeria and increased the demand for active government participation in education generally. These demands were supported by the events, especially the reconstruction programs which followed the world economic depressions of the 1930's, when it became clear that Nigeria badly needed indigeneous trained high-level manpower in order to develop her resources. Unfortunately, this obvious fact was down played by the apathy toward the issue of higher education in Nigeria, by the British administrators and the Colonial Office in London.

Inspite of this apathy, the first consequences of the continued agitation for higher education and in keeping with some parts of the reports of the Phelps-Stokes Commission, was the establishment of the

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[2]Phelps-Stokes Commission Report on Education in Africa, 1922, pg. 48.

the first state-owned institution of higher education in Nigeria. The Higher College, Yaba which was founded in 1932 provided courses for students who were to become Assistant Agricultural, Forestry, Medical, Veterinary and Survey Officers. There were also courses in Engineering and Secondary Teacher Education.

Again, no sooner was the Higher College Yaba established than were its inadequacies revealed. For example, there were criticisms against the college's program of preparing Nigerians for subordinate or assistant positions in the civil service. The stiff competitive entrance examinations deliberately limited the annual student intake so much so that throughout the College's sixteen years of existence (1932-1948) it never had more than ninety-five students in enrollment in any one year.

The Higher College Yaba failed to satisfy Nigerians. It became a factor of increased agitations for a true institution of higher education or a university in Nigeria. The criticisms by Nigerians against the inadequacies in purpose and scope of the Higher College Yaba found a fertile medium in the West Africa Pilot, an early 1940 daily newspaper under the editorship of Dr. Nnamdi Azikiwe, one of the pioneer nationalists who lager became the first President of the Federal Republic of Nigeria. These agitations were increasingly justified and made to be taken serious by the results and impacts of the Second World War.

Sir Walter Elliot Commission

The British Government could no longer continue to pay deaf ears to the mounting anti-Higher College Yaba views in Nigeria. In response to the continuing disatisfaction with the college the British Government set up the Elliot Commission on Higher Education on June 15, 1943:

> "to report on the organization and facilities of the existing centers of higher education in British West Africa and to make recommendations regarding future university development in that area."[3]

The above term of reference incidentally was also part of the objectives of a larger commission, The Asquith Commission on Higher Education in the Colonies set up in August 1943, to consider the principles which were to guide the promotion of higher education, learning, research and development of universities in the colonies. The Asquith Commission was also expected to explore the means whereby the universities and other appropriate bodies in the United Kingdom may be able to cooperate with institutions of higher education in the colonies in order to give effect to those principles.

The Elliott Commission Reports did not provide immediate satisfaction to the hopes and aspirations of Nigerians, especially as there were two opposing reports. The majority report recommended the establishment of separate university colleges in both Ghana and Nigeria, while the minority report favored only one university college for the entire British West Africa because of the perceived problems of qualified teaching staff as well as financial constraints.

In general, both the Elliot and Asquith Commissions Reports submitted in 1945 recommended in principle that the new universities in the colonies should:

a) be entirely residential.

b) be opened to both men and women.

c) be autonomous in the traditions of British universities.

d) be university colleges (ie. institutions of higher learning at university level but which are not empowered to grant degrees of their own.)

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[3]Fafunwa, A.B., History of Higher Education in Nigeria, pg. 151.

e) enter into special relationships with the University of London so that their graduates could receive degrees of the University of London.

f) be guided and coordinated in staff selection and other aspects of university development by an Inter-Universities Council on Higher Education in the colonies.

The University College, Ibadan

The immediate outcome of the Elliot/Asquith Commissions' recommendations was the establishment of Nigerian's premier institution of higher education of university status in 1948, although the institution--University College, Ibadan was to remain an affiliate of the University of London for the next twelve years.

During this period, the University was firmly affiliated to the University of London under a special relationship which allowed the curricula, the appointment and promotion of staff and all aspects of the University's development to be determined and patterned after the London University.

Consequently, the University College of Ibadan was characterized during the period 1948-60 by the following:

a) Student enrollment was very low compared to the population of Nigerians studying in universities abroad. The following table shows that the University started with 210 students in 1948, i.e. only 28% of the total number of Nigerian students in universities. In 1953, there were 367 students, i.e. 18% of the total student population. The student enrollment at the University College of Ibadan was 1136; representing about 44.9% increase over a period of twelve years.

TABLE I

NIGERIAN STUDENTS IN UNIVERSITIES (1948-1960)

Year	U.C. Ibadan	U.K.	USA & Canada	Total
1948-49	210	510	32	752
1949-50	298	719	104	1121
1950-51	322	938	301	1561
1951-52	338	1190	361	1889
1952-53	367	1316	370	2053
1953-54	406	1525	386	2317
1954-1959*	*	*	*	*
1960-61	1136	*	*	*

*Figures not available
Source: Fafunwa, A.B., History of Higher Education in Nigeria

b) The low student enrollment was partly the outcome of the college admissions policy which was both "stringent" and very selective on the basis of age, experience and educational background. The minimum entry requirements were the possession of the General Certificate of Education, (GCE) of the University of London, at certain grades in both the Advanced and Ordinary levels. A pass in English language was a must. Students with University of Cambridge Higher School Certificates were also considered for admission.

Generally, the demand was more than the supply. Consequently, there continued to be more Nigerians studying abroad than at the University College of Ibadan during the colonial period. Ironically, most of the candidates who were classified as non-university materials and denied admissions by the University College, Ibadan because of its stringent admissions policy, were accepted by more reputable universities abroad, including the University of London.

c) The curriculum was a replica of that of the University of London, without any slight modifications to meet Nigeria's needs. There

was a special emphasis on literary aspects of higher education, with bias for subjects such as Ancient History, English Language and Literature, Geography, Latin and Greek, Classics, Physics, Mathematics, Biology, and Chemistry.

d) The students were prepared for and wrote the University of London's degree examinations. The examination grading system was the typical British type, based on letter grades determined on students performance on sessional examinations.

e) The college was run on an educational philosophy which agrees with the British or classical model of a university. This philosophy saw a university as an ivory tower preoccupied with the training of elites and philosopher kings. Thus the University College, Ibadan contributed actively to the creation of an elite group in Nigeria.

f) The College was funded mainly by the British administration from Nigerian taxes during this period. Financial support in forms of grants and donations also came from the Colonial Development and Welfare Fund in London, British companies in Nigeria and other private donors.

g) The students received financial assistance from the College Scholarships Program, Nigerian Education Department, clubs and unions, schools and trading firms.

h) The College operated on a September-June academic year followed by a long summer vacation. Generally, classes were confined to daytime.

i) The College operated on a 1250 acres piece of land leased to it by the Ibadan Community for 999 years. On this piece of land were erected residential buildings, (student and staff houses), blocks of classrooms, laboratories, administrative offices, dining halls, book store , a library capable of holding about half a million volumes,

facilities for religious worship and other corporate activities such as conference center, playground, and gymnasium.

j) The Inter-University Council for Higher Education in the colonies made all academic and senior administrative appointments in the College from London, on behalf of the University of London. The College opened with 44 expatriate and 6 African academic staff in 1948. Over the years the number of expatriate staff increased while that of Africans remained stable numerically and decreased comparatively, as reflected by Table II.

TABLE II

Ibadan University College
Total Academic Staff 1948-53

	1948-49	1949-50	1950-51	1951-52	1952-53
Total Number	44	72	61	67	81
Number of Africans	6	6	6	6	6
Percentage of Africans on Staff	13.6	8.3	9.8	8.9	7.4

Source: Fafunwa, A.B., History of Higher Education in Nigeria, pg. 85.

In order to attract British teachers to come to Ibadan University College, a special condition of service which included passages, children and outfit allowances was operated. On the other hand, a different condition of service applied to African Faculty Members. This policy of Dual Condition of Service led to the resignation of all the six African faculty members at the end of 1953.

k) During this period, Ibadan University College was dominated by the British. The first three Principals of the College, Dr. K. Mcllanby (1948-53), J.T. Saunders (1953-56), and J.H. Parry (1956-60) were Britons. So also were the Deans of Colleges, Heads of Departments, the Registrar,

and the Bursar, the Librarian, and other principal officers.

Generally, the British Colonial Secretary exercised full control over the College through the British dominated Senate and the Provisional Council. Thus the line of authority in the College looked like this:

Secretary of State for the Colonies
(advised by the Inter-University Council)

↑

Governor of Nigeria

↑

Provisional Council
(composed of Principal, two nominees of Governor, two nominees of Inter-University Council, two nominees by the Academic Board, two nominees of Nigerian Legislative Council and Registrar who was Secretary)

↑

Principal
(The Chief Executive and Academic Officer of the University)

↑

Academic Board or Senate
(composed of Deans, Heads of Department, Librarian and Registrar who was Secretary)

↑

College/Department Board of Studies

Two Decades of Independence: 1961-78

Following the attainment of political independence on October 1, 1960, Nigerians became actively involved in the decision-making processes in all fields of national endeavors, including university education. As usual, conceptions as to what is best in education are apt, and can never be divorced from the total political movement. This position is better appreciated if assessed on the fact that in most third world countries today, education is in the front line of national development.

Consequently, there has been a strong belief in Nigeria that the future development of the country depended very much on the rapid and effective development of education. In this regard, higher education naturally received high priority. It was not only the means by which

centuries of ignorance was to be wiped out, it was also the means to train and develop the skills and high level manpower to replace the erstwhile colonial officials as well as to staff the new and expanded political administrative, social and economic institutions."[4]

Generally the goals of an African University have been categorized into:

a) the unification of the African continent

b) conduct research

c) perpetuate the cultural heritage of Africa

d) dispel misconceptions about Africa

e) develop human resources for national development

The above lofty objectives depend on the evolution of a distinctly African pattern of higher education, a desire which stems from the belief that education being an instrument for social change, there is need to build relevance into the education system which has been inherited from the colonial powers. History is full of instances of the failures of the attempts by the colonial efforts to transport their educational systems to India, North America, Puerto Rico and the Philippines.

There is a very strong view that "the wisest investment which a developing country can make lies in the field of higher education. Far from being a luxury, despite its high costs, university education is a basic necessity in a developing country which is determined to rid itself of poverty, ignorance and disease and take its rightful place

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[4]Yesufu, T.M. (ed.), Creating the African University, pg. 3-4.

among developed countries in the shortest time possible. The besetting problem of a developing country is that of modernization:....change, is imperative in a developing country and in the fore-front of that change must be its university or universities."[5]

The discussion on the post-independence universities in Nigeria, reminds one of the words of the late Dr. Kwame Nkrumah, when speaking in favor of premium on science and technology, and on the idea that the ivory tower concept of a university is dead said in his book I Speak of Freedom, "if reforms do not come from within, we intend to impose them from outside, and no resort to the cry of academic freedom is going to refrain us from seeing that our university is a healthy university devoted to Ghana's interest." As if Dr. Kwame Nkrumah was speaking to and for Nigerians, the dominant theme in the development of University education in post-independence, Nigeria has been REFORMS from both within and without.

The nature and orientation of nationalism that led to eventual independence on October 1, 1960 made reforms imminent first as a spontaneous reaction to colonialism and its legacy; and secondly as a conscious attempt to:

a) de-colonize and Africanize University education in Nigeria, especially in the face of mounting disatisfaction with the existing pre-independence university program which was pre-occupied in the preparation of people whose specialty was in "white collar" jobs in a prediminantly agricultural society.

b) provide a suitable university education, in terms of philosophy and programs, that will be responsive to the socio-economic and political needs of a post-independence Nigeria.

The need for university education reforms arising out of the disatisfaction by Nigerians with the colonial set-up is better expressed

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[5]Bibbaku, S.O., "The Purpose of University Education in Nigeria," West African Journal of Education, Vol. 14, No. 1, 1970, pg. 15.

by the following statement:

a) "There was a desire to formulate a new philosophy of higher, particularly university,education for Africa in the hope of evolving institutions that are not only built, owned and sited in Africa, but are of Africa, drawing inspirations from Africa and intelligently dedicated to her ideals and aspirations...some felt that universities in Africa as they had developed in the 1960's were hardly more than white elephants and flashy symbols of modernization: ivory towers occupied by a minority elite, expensively educated and maintained at the expense of the vast majority of the population with whom they have little in common."[6]

b) "The University College, Ibadan, the only pre-independence university, was only producing a few trained elite, and this resulted from its restricted view of the range of society's needs which it was responsible to meet...university education after independence showed a seriousness of purpose toward expansion...to meet the country's needs. Thus, university education has began to emerge as an instrument of change as evidenced by the increasing expansion of the universities curricula to include a diversity of programs."[7]

The two statements above which are just a sample of the thinking of Nigerians about the pre-independence universities point to the fact that in the early 1960's, it became clear that Nigeria could not afford the luxury of a British philosophy of university education that was heavily oriented to producing a few philosopher-kings or a select-group who suddenly became the cream of the society and assumed leadership that they were not fully equipped for.

Prior to Independence, two important events:

1) The Action Group party's expository criticism in 1958 on Higher Education in Nigeria, listed four major defects in university education as

(i) Rigid exclusiveness of the education.

(ii) Wrong Academic Orientation

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[6]Yesufu, T.M.(ed.) Op.cit. pp. 40

[7]Ukachi, Livinus A., "The Role of the Universities in Nigeria after Independence." Dissertation Abstract International, Vol. 3 #7, Jan. 1970 pg. 2785A.

(iii) The Poor Relationship between Technology and University Education

(iv) The Defect of an anti-nationalist bias of the Policy-making authorities as far as the following were concerned:

a) Higher education as a unifying factor

b) The myth of academy autonomy

c) Staffing

2) The reports of both The Ashby Commission on Post-School Certificate and Higher Education in Nigeria: 1960-80 and The Harbison High-Level Manpower for Nigeria's Future: 1963-70 gave an overwhelming support for reforms in different ways in university education in Nigeria. The aftermath of these events was a gradual on-going rather than a revolutionary process. In classical communication context, what has happened in post-independence universities in Nigeria can be classified as immanent and selective contact change, because of disatisfaction of the colonial higher education system exemplified by the University College, Ibadan. There was need for new policies and actions in order to make university education responsive to the country's post-independence national objectives of:

1) "a free and democratic society

2) "a just and egalitarian society

3) "a united, strong and self-reliant nation

4) "a great and dynamic economy

5) "a land of bright and full opportunities for all citizens"[8]

The reforms that have been made in university education in Nigeria since independence may be better presented in a comprehensive and formal study. However, the following are examples of areas of obvious reforms:

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[8] Federal Nigeria, "New National Policy on Education," Vol. 4., No. 1, 1977, pp. 10.

The Nature and Purpose of a University

The traditional functions of a university the world-over have been:

a) "the conservation of knowledge

b) "the interpretation of knowledge and ideas

c) "the search for truth and

d) "the training of students who will carry on these functions."[9]

Nigeria subscribes to the view that a university must seek to increase the bonds of knowledge through research; act as a repository of knowledge and also help in the dissemination of such knowledge. At the same time, there is a realization that a particular university can not remain the same from one age to another. So are Nigerian universities which although have common western origins, have adapted themselves to new places and times.

Generally, the academic purpose of a university in Nigeria is similar to those of universities elsewhere except that unlike universities in Great Britain, the universities are expected to serve as instruments of changing the existing order rather than of preserving them. The nature and purpose of universities in post-independence Nigeria, have been largely fashioned by national needs in health, agriculture, transportation, administration, industries and other areas.

Consequently, the emphasis in university education in post-independence Nigeria did not only bear testimony to the teaching, research and information storage dissemination roles of a university, but was also specifically addressed to the:

1. "the inculation of national consciousness/unity and the

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[9]Charlton, H.B., Portrait of a University, pg. 86.

right type of values and attitudes for the survival of the individual and the nation

2. "the training of the mind in the understanding of the world around him
3. "the acquisition of appropriate skills, abilities, and competencies to help the individual live in and contribute to the development of his society."[10]

In general, therefore, while the post independence universities in Nigeria have not attempted to isolate themselves from their counterparts in other countries, ther main tasks have been to be very selective in their associations and to adapt their programs to meet the changing circumstances of contemporary Nigerian society. In this regard the University of Nigeria, Nsukka provided early leadership by adopting a new philosophy which embodies a nationalist stance aimed at preserving the identity of the African: an economic objective to provide for the requirements of industry, commerce and society; and a cultural and vocational concept of service to the community.

Unparalleled Growth

The pace at which university education has grown in Nigeria since political independence is unparalleled elsewhere among the new African nations. On the eve of independence,Nigeria had only one university. By 1973, there were seven universities and at the beginning of the 1978/79 academic year, there were thirteen universities. That represents a 1,300 per cent increase between 1960 and 1978.

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[10]"New National Policy on Education," Op.Cit. pp. 11.

This phenomenal growth represented in Table III and Fig. I (Appendix I) disproved the colonial administration's view that . was widely believed in most countries before independence that the number of young people able to profit from a university education was too few to justify the establishment of such institutions on a national basis.

TABLE III

Growth of Universities in Nigeria (1948-78)

PERIOD	TOTAL		FOUNDED
A. 1948-60	1	University College of Ibadan	1948
B. 1961-70	4	University of Nigeria, Nsukka	1960
		University of Ife, Ile-Ife	1962
		Almadu Bello University, Zaria	1962
		University of Lagos, Lagos	1962
C. 1971-78	8	University of Benin, Benin City	1970
		University of Jos, Jos	1972
		University of Calabar, Calabar	1974
		University of Ilorin, Ilorin	1976
		University of Sokoto, Sokoto	1976
		University of Maiduguri, Maiduguri	1976
		University Port Harcourt, Port Harcourt	1976
		Ado Bayero University, Kano	1976

Students Enrollment

Since independence students enrollment in Nigerian universities has increased in the thousands. For example, Table IV shows that the

student population has increased from 1,395 in October, 1960 to 9,906 in June, 1969. It increased from 14,531 in October 1970 to about 47,000 in June, 1978 for students in undergraduate higher and non-degree courses in all existing Nigerian universities. The above increases in students enrollment have been made possible by a number of factors including increases in the number of universities, more flexible admissions policies, increases in the number of courses or field of studies and the establishment of special pre-university entrance programs for secondary school students.

Admissions Policies

Although attempts have been made to relax and liberalize the admissions requirements into the different universities, the changes have not been dramatic. The admissions requirements are still very largely similar to those of the University College of Ibadan, during the colonial period.

However, significant changes have been made. For example, the age limit has been reduced considerably or even removed, since the emphasis has shifted mainly to academic preparations. Preliminary courses and schools of basic studies have been introduced for those who have the potentials but have not got the prerequisite qualifications for regular or direct admissions.

Also, special provisions have been made for quota admissions to reflect sex, regional or less privileged groups, without necessarily setting aside the standing admissions regulations.

In 1977, a Joint Admissions and Matriculation Board (JAMB) was established by the Federal Government, to coordinate the admissions

programs of all the universities, in order to eliminate wastes, duplication of efforts, and imbalances in admissions efforts.

Increase in Female Students

Accompanying the rise in student enrollments has been the increase in female undergraduate population as a result of special government financial and moral support to increase the population of women in the universities and public services. For example in 1959, when there was one university with a student population of 967, only 68 female students were enrolled. That represented 7 percent of the total.

In October 1970 when the university student population stood at 14,531 only 692 female students, a little less than 5 percent were enrolled. But signs that the inequalities in enrollments on the basis of sex have since been considerably reduced can be seen earlier in 1967 when 11 percent; in 1968 when 13 percent; in 1969 when 13 percent of the total student population in Nigerian students were females.

Considerable progress has been made since then for "in 1972, female undergraduate enrollment rose to 15 percent and today female university students constitute nearly one-quarter (25 percent) of the undergraduate student population."[11]

Student Unionism

Although a strong and recognized student union had been formed as early as 1948 at the University College, Ibadan students were often left out completely in the administration of the college. Over the years, the situation has changed in favor of students participation in

[11]Ajayi, J.F.A. et.al., "Unparalleled Growth" West Africa, September 25, 1978, pp. 1895.

the administration of the various universities,especially at the committee levels. Probably, the only levels at which students do not participate in university administration today are the Academic Senate and the University Council, bodies which handle sensitive issues such as examinations and staff appointments/promotions.

With the relative importance of the Nigerian university students in the society, when it is estimated that for every 1,600 people, there is only one university student in Nigeria, the universities do not only give high regard to their views but also the Nigerian government gives the student union both moral and financial support. A case in support of this claim, is the recognition given to the National Union of Nigerian Students (NUNS) in the various processes in the return to civilian rule in 1979. The President of the NUNS was granted a seat in the Constituent Assembly that prepared the new Nigerian Constitution.

Staffing the Universities

One of the reasons why only one university was established in Nigeria from 1948 and 1960, was that it would be difficult to recruit an adequately trained university staff. However, today the overall staff-student ratio of 1:7 in the Nigerian universities is one of the best and healthiest anywhere in the world. This represents a rejection of the colonial administration's fear about university staffing.

The staff situation in post independence Nigerian universities took two major directions. In the first place, there has been a rapid growth in the number of both academic and administrative personnel, as shown by the 1972-73 staff-student ratio for Nsukka (1:8.8), Ibadan (1:8), Ife (1:7), Lagos (1:6), Abu (1:6) and Benin (1:5). With more

universities established, the policy since 1975 has been to achieve an overall ratio of 1:10.

Secondly, the Nigerianization of both the academic and administrative staff has assumed major progressive trends. For example, by October 1965, almost all the principal officers (Vice Chancellors, Registrars, Librarians, Bursars) in Nigerian universities were Nigerians. Compared with the pre-1960 period, significant Nigerianization of the university staff has taken place (Table V). The situation in 1978 is even more positive, as about 80 percent of the Nigerian University staff today is Nigerians.

As would be expected, the rapid growth in the number of universities with its attendant student enrollment increase, resulted in a large-scale demand for both academic and administrative staff. The demand became serious in 1975 when more universities were established and when due to pressure that the top positions in both the private and private sectors of the Nigerian economy should be Nigerianized. All these, in addition to the fact that industrial and commercial houses offer higher salaries than universities, have resulted in high staff mobility and high annual turn-over rate. In the early years, the universities depended largely on overseas staff recruitment but through a vigorous policy of staff development overseas and the development of the graduate schools and programs in the older Nigerian universities, the proportion of expatriate staff has been drastically reduced.

Nigerian universities do not expect to be self-sufficient through the various staff development programs and, therefore, the policy has been to continue to recruit and retain qualified expatriate teachers in the universities, in the belief that education in any country is a process

that does benefit immensely from selective, mutual contacts and associations with other systems.

TABLE V

Nigerian Universities:

Breakdown of Academic Staff by Nationality

1974/75				
University	Nigerians	Expatriates	Total	% of Expatriates in Total
Ahamadu Bello	443	411	854	48.12
Nsukka	584	107	691	15.48
Lagos	396	62	458	13.53
Ibadan	651	148	799	22.73
Ife	479	144	621	30.06
1975/76				
University	Nigerians	Expatriates	Total	% of Expatriates in Total
Ahamadu Bello	452	442	894	49.44
Nsukka	584	107	691	15.48
Lagos	559	60	619	9.69
Ife	-	-	-	23.2
Ibadan	-	-	-	22.5
Benin	-	-	-	26.7

Source: National Universities Commission.

Academic Orientation

By academic orientation, it is meant "the allocation of priorities to certain faculties at the expense of others and the emphasis placed on certain courses in relation to others."[12] This was one of the most disappointing aspects of pre-independence system of higher education

[12]Okafor, Nduka - Op.Cit. Pg. 94.

in Nigeria.

The pre-independence University College, Ibadan offered courses in Arts, Pure Science, Christian Religion Knowledge, Agricultural Science and Medicine but offered no courses in Beology, Law, Economics, Engineering, Archeology, Sociology, Forestry, Public Administration, Islamic and Arabic Studies. The need for programs in Law, Economics and Engineering at Ibadan became more evident by 1956 when there were 447,196 and 343 Nigerian students studying these subjects respectively in Britain alone. On the other hand, there were only eight Nigerian students in Theology in 1956 at the University College, Ibadan where priority was given to the Department of Religious Studies at the expense of Departments of Law, Engineering and Economics. Also in the sciences, too much emphasis was placed on the production of pure scientists at the expenses of applied scientists.

As a reaction to the above situation, efforts have been made to introduce professional programs in Education, Engineering, Medical Sciences, Law and Administration, with particular focus on the training of both pure and applied scientists, and social scientists. The magnitude and direction of such diversification efforts can be inferred from Table VI and Fig. III.

Secondly, departments or faculties such as Education which for long remained monolithic have been departmentalized to allow for specialization of programs in areas such as educational planning, counseling and guidance, adult education, teacher education, curriculum and instruction, measurement and evaluation, and educational administration. Faculties of Law now have departments offering specialized courses in commercial,

insurance, international, constitutional, property, private and public, company and jurisprudence law. Similar departmentalization--specialization reforms have been going on in Faculties and Departments like Pharmacy, Engineering, Geography, History, Accounting, Mass Communication, Medicine, Nursing, and the Arts.

Curricula

The widespread distrust of the University College, Ibadan stemmed partly from the fact that it had failed to identify with the aspirations of Nigerians, as far as the development of the human resources necessarily for the years ahead was concerned.

The dissonance gap in the aspirations of Nigerians and the curriculum that was operated by the University College, Ibadan can be illustrated in the following reply to the General Secretary of the Nigerian Union of Teachers, Mr. E.E. Esua's letter in 1952, calling for the establishment of a Faculty of Education. In his reply, the Registrar of the University College, Ibadan then, Mr. A.W. Husband said "It is not possible properly to plan such a faculty until the permanent structure of the education system of the country is outlined...it might appear that the University should concentrate on research into teaching methods, leaving the actual training of teachers to other institutions."[13]

Such were the strange arguments that made the University College, Ibadan to refuse to broaden its curriculum until the post-independence younger universities in Nigeria forced her to do so. Even today, the University of Ibadan, has not fully rid itself of colonial influences,

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[13]Okafor, Nduka - Op. Cit. Pg. 92.

as far as the diversification of the curriculum is concerned.

In keeping with the belief that the post-independence development tasks require all of scientific, cultural, vocational, and academic excellence, efforts have been made and are still being made to diversify the curricula of Nigerian universities. The leadership in this direction started when the University of Nigeria, Nsukka was opened soon after independence. According to some of the founding principles,

> "The University of Nigeria must approach its curriculum in a somewhat different perspective from that which has hitherto characterized the idea of university college education in West Africa. The programme of the University of Nigeria for Nigeria is therefore new and revolutionary. The emergence of Nigeria as an independent nation imposes on the University of Nigeria the obligation to prepare not only for special tasks and competences, but also for responsible citizenship in a free nation, this not solely as a part of the national life, but the very heart of it. Implicit in this obligation is the recognition of the demand for leadership in every field of human endeavour. In order to succeed with independnece and the obligations which it involves, and to survive as a national sovereign state, a high level of academic competence over a wide range of human affairs is needed; more Nigerians must be enabled to expand their knowledge to the limits of their individual capacity and all must be enabled to make use of their abilities."[14]

In response to the above curricular challenges which were compatible with the post-independence aspirations, major curricular reforms have been accomplished in Nigerian universities. But because of the lack of space, the details can not be treated here now. However, in general:

> a) In addition to the Arts or Humanities-dominated curriculum at the University College of Ibadan during the colonial period, the curricula in the post-independence universities in Nigeria include courses in Biological Sciences, Mathematical and Computer Sciences, Engineering (Electrical, Chemical, Mechanical, Agricultural), Petroleum and Food Technology, Social Sciences, Business Studies, Vocational/Technical Studies, Agricultural Studies, Medical

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[14] Ikejiani, Okechukwu (ed), Education in Nigeria, Pg. 168.

Sciences including Dentistry, Pharmacy, Laboratory Medical Technology, Physical Sciences and Optometry, Musicology, Islamic Studies, Legal Studies, Mass Communication, Forestry, Architectural and Environmental Design.

b) Special problem-solving and service-oriented programs have been mounted in the universities under institutes in fields of Education, Agricultural (Research, Training and Extension), Public Administration, African Studies, Drug Research, Social and Economic Research, Continuing Education, Demography and Health. These institutes have helped to create the Nigerian experience in the concept of a "wall-less" university in various ways.

c) A sort of cultural requirement for graduation has been included in the undergraduate curricula, whereby every Science student is expected to complete successfully the General (African) Studies courses in African History and Sociology of African People. Similarly, students in the Humanities are expected to complete successfully courses in African Fauna and Flora. These are also courses in African oral and written literature.

d) Departments of African and Nigerian Languages, have been created and are offering courses.

Part-Time/Non-Residential Studies

e) The rigid exclusiveness of the University College, Ibadan curriculum was partly due to the completely residential nature of the university whereby new students were admitted to the college on the basis of sleeping accommodations available in the residential halls. The result was that the number of students was so few every year that lecture rooms and laboratories were always under-used.

The situation has been reversed today. The number of part-time students are on the increase as more evening programs become available. The evening degree programs introduced by the University of Lagos in the 1960's in Law, Accounting and Business Studies, have been very successful and the experiment has been extended to other fields of studies in the University and have also been introduced by other Nigerian universities.

Today, no university in Nigeria can house all its students on campus. The number of non-residential (part-time or regular) student population has

continued to be on the increase every year. It was 12 percent in 1966/67, 18 percent in 1968/69 and about 50 percent or more today.

University Autonomy

All the post-independence universities in Nigeria became autonomous degree-awarding institutions right from their inception. Incidentally, the University College, Ibadan did not become independent of the University of London until 1962.

However, the concept of university autonomy has not been pursued to its extreme by Nigerian universities who very much cherish the benefits of selective-contacts and cooperation with other universities in Canada, United States, Britain, Africa, France and elsewhere. Links with the Inter-University Council, Commonwealth Association of Universities and the Association of African Universities have been selective on equal partnership basis.

University Administration

Outwardly, the adminstration in post-independence universities in Nigeria, looks like the pattern in British universities, especially as the administration in Nigerian universities has been very much influenced by the pattern at the University College, Ibadan.

Nevertheless, in the process of adapting themselves to their local environments, Nigerian universities have completely Nigerianized their administrative structure and inter-relationships. Figure II represents the administrative inter-relationships of a typical post independence Nigerian university.

Financing the Universities

The issue of finance cannot be separated from that of control of Nigerian universities, especially as all the universities came into being as a result of government initiative and are being largely financed from the public treasury. Over the years, apart from paying staff salaries, the government has spent huge sums of money to provide classrooms, laboratories, cafeterias, staff offices, and residential housing, student's hostels, play fields, libraries and other facilities in Nigerian universities.

Generally, the federal government financial contribution to the development of the universities amounted to about 61.4 percent of their total capital expenditure during the Second Plan Period (1970-75), while all the state governments contributed to other 38.6 percent. But during the Third Plan Period (1975-80), the federal government contribution has increased tremendously to 82.9 percent of the total capital expenditure.

The issue of financing university education is one in which considerable reforms have been made since independence in Nigeria. For example:

(i) Until 1975, the burden of funding the universities was shared proportionally by both the Federal and Regional (now State) governments. This was a period when the Universities of Ibadan and Lagos were Federal Universities while the other existing universities were owned by the regions or states. But when the National Universities Commission (NUC), a body patterned after the United Kingdom Universities Grant Commission, was established in 1963 as an intermediary between the Universities and

the Federal Government, one of its functions was to assess the needs of the different universities in terms of Capital and Recurrent Expenditures and then make an equitable distribution of Federal grants to them. As a result, in 1967 the following was the revised formula used in providing Federal financial assistance to the universities.

TABLE VII

	% Federal Support	% Regional/ State Support
University of Ibadan	100	-
University of Lagos	100	-
University of Nigeria, Nsukka	30	70
University of Ife	30	70
Ahmadu Bello University, Zaria	75	25

The position changed after 1974 when the Federal government took over and assumed full financial responsibilities for all the universities.

(ii) During this period, Nigerian Universities received an enormous amount of external assistance from a variety of sources for the provision of physical facilities and scholarships. Other aids received were in the form of personnel and technical assistance from the following foreign bodies--The United Nations Agencies, United States Agency for International Development (USAID), the British Government, the Government of the Netherlands, Ford Foundations, Carnagie Foundations, Rockefeller Foundations, Nuffield Foundations and the West German Government. Various assistance were also received from foreign universities.

However, the nature and extent of foreign assistance to Nigerian universities have been strictly controlled and curtailed after the experiences of the Nigerian Civil War. Today, individual universities have been encouraged to and have established Endowment Funds as a means

of becoming financially buoyant in the future, through investments.

The Government and the Universities

The nature of the relationship between the universities and the government has remained a very sensitive topic, which is very often subjectively discussed in Nigeria. The issue raises questions such as who should finance and/or control the universities? what does the government expect from the universities? what are the rights and responsibilities of the university? These questions that have been exhaustively discussed since independence in Nigeria without any acceptable conclusions. However, these are areas where major reforms have been made since independence in Nigeria in the following ways:

(i) The increased financial support which the Federal Government gave to the Nigerian universities and the experiences of the Nigerian Civil War (1967-70), especially in relations to one of the state-owned universities, made the Federal Government to consider the take-over of responsibility for higher education throughout the country. Although the desire was made in August 1972, the eventual take-over did not come until 1975.

(ii) The Federal take-over increased the roles and responsibilities of both the National Universities Commission and the Federal Ministry of Education, even to include seeing to the academic and physical planning of the universities, the staffing, establishment and location of new universities, appointments and discipline of Vice-Chancellors and the general overseeing of the universities.

(iii) The establishment of the Joint Admissions and Matriculation Board (JAMB) for all the universities.

(v) The positive responses which the universities have been making to the government's call for full involvement in national development through teaching, research and special programs. Since independence, the government has always utilized the services of men from the Nigerian universities in numerous special tasks as consultants and advisers, and lately as civil commissioners. The relationship between the universities and the government in this regard is a healthy one.

Instruments of Unity

The very nature of the cultural diversity or ethnicity of Nigeria, puts special responsibilities on the universities. Consequently, during the period 1961-78, Nigerian universities have been seen and used as vital instruments of national unity and integration. Conscious efforts have been made to spread the location of the universities to avoid a concentration of universities in one geographical area. Secondly, as an attempt to detribalize the universities, principal officers have been moved or appointed to function in universities located in areas outside their ethnic origins. Thirdly, students admissions have been made to reflect the federal nature of Nigeria. Table VIII is a testimony to how this policy has paid off well to reduce the old regional (North, East and West) imbalances in the distribution of students in Nigerian universities.

Conclusion

In many respects, the period 1961-78, has been that of expansion, reforms, indigenization and consolidation in Nigerian universities. The thrust for Education for economic development, national unity, political

personal and social development, has produced some uniqueness which can be characterized as Nigerian in the universities. The climax is the triumph of faith in the ability of the African to conceive and deliver institutions of higher learning whose intents and concepts must be to find African answers to African problems through creative imagination and brave experimentation. However, it has not been without some major problems and concerns such as:

1) rising cost of running the universities
2) making a judicious use of men, money, space, facilities that are available in Nigerian universities.
3) finding alternative sources of funds for the universities.
4) providing financial support for the students.
5) stepping up the volume of admissions to meet the high demand.
6) training,recruiting and retaining the services of university teachers.
7) changing the "ivory tower nature" of the univerisities.
8) minimizing the causes and consequences of frequent students unrests.
9) reducing the ethnic or regional domirance of any one university.
10) resolving the controversy on the interpretation of the principle of academic freedom or university autonomy.

The Future

It is not possible to conclude the discussions on the reforms that Nigeria has introduced in university education since independnece, without making some predictions about future trends. The following predictions can be made in view of the strong belief and commitment which Nigerians have for university education's role in the socio-economic and political development of Nigeria:

(i) The number of universities will increase. If the present trends continue, especially with the limited room for qualified intakes, it is possible that Nigeria will have about twenty-five universities by the year 2000 A.D. This prediction is a strong one. Firstly, until there is at least one university in each of the nineteen states in Nigeria, the demand for more universities will not stop. On the basis of this assumption, a university will likely be established in each of the states of Ogun, Niger, Imo, Gongola, Ondo, Bauchi and Benue. Secondly, there is the likelihood that a number of Polytechnics and Advanced Teachers' Colleges which are already acquiring the characteristics of universities will be converted into full-fledged universities in the future. Thirdly, many private organizations have started to indicate their desire to establish universities, and in response to this desire provision has been made in the new Nigerian Constitution allowing private universities in the future.

However, the establishment of more universities in the future is going to happen under very strict NUC surveillance. For example, no new university is likely to be established until the seven new universities have been reasonably developed. Moreover, geographical consideration will continue to be a major factor in the location of more universities, especially in view of the Nigerian government's philosophy of using universities as instruments of promoting national unity and even development.

(ii). There has been recent concern about financial support for Nigerian universities. With the increase in the number of universities, increased enrollments and staffing, and with the rising cost of providing instructional materials, physical and other support facilities, it is

becoming very clear that the Federal Government can not provide enough financial support for Nigerian universities.

Indications of this prediction have been given in the 1978/79 Federal Government tight budgetary measures when due to big cuts in Federal grants to the universities, the universities were forced to reduce some of the existing programs or cancelled new ones. Consequently, admissions have been curtailed substantially.

The implications of the current financial situations in the universities are that 1) the Federal Government can not remain too long the sole provider or source of funds for Nigerian universities; 2) the universities will need financial support of industries, private organizations and individuals; 3) the universities will pursue more vigorously investments in business and also establish their own Endowment Funds; 4) students will pay more fees and the universities will try to raise money internally through parking fees, and sales of farm products. Each university will be able to raise about 20 percent of its annual budget internally, and 5) the universities will engage more in revenue-yielding consultancy and researches for industries and other agencies.

(iii) The deteriorating financial situations in the universities now will force a re-consideration of the present attitudes of the students, staff and the public who see the universities as welfare services and consumers rather than producers. This attitude includes the belief that a university is compelled to provide boarding for all its students on campus, provide housing on campus for all its staff, provide catering services at subsidized rates, provide free sporting facilities, and charge almost no fees for its teaching. In the future, Nigerian universitites

will continue to reduce their on-campus residential halls and staff housing, charge fees for football and other sports events, operate their cafeterias on commercial basis and charge more tuition fees.

The current NUC's studies into off-campus living for students and staff, and the Federal Government cuts in scholarships for students and the warning by the Chief of Staff, Supreme Headquarters, Brigadier Musa Yar'Adua, that in future students will have to make arrangements for their own feeding and living (West Africa, June 5, 1978 p. 1091) are clear indicators to a possible change of attitude to the whole concept of what a university is and should provide and how it should be provided.

(iv) The existing Graduate Schools in the older universities at Ibadan, Ife, Nsukka, Lagos and Zaria will be expanded and improved in terms of enrollments, courses, staffing and facilities. With time, the younger universities will be able to establish their own graduate schools. The pre-occupation of the Graduate Schools in the next two decades will be to remove the current dearth in university teachers and high level manpower in industries, the Civil Service and other institutions. The desirable thing is for the universities to be able to do this in order to reduce the present volume of Overseas Staff Development Programs.

(v) The students enrollments will continue to be on the increase especially with the introduction of the Universal Free Primary Education (UPE) and the Secondary Schools Development Programs Nigeria. The expected result is that the universities will be expanded to take in more of the products of these schools.

Since the present 47,000 student population in Nigerian universities represents approximately 20 to 30 percent of the candidates who possess

prima facie qualifications for university admissions yearly, it is likely that by the year 2000 A.D., the total students enrollments in Nigeiran universities will be about 141,000 to 188,000, representing a projected sixty to eighty percent of prima facie qualified candidates for admissions.

(vi) It is obvious that when more universities are established and the students enrollments increase in the future, that there ought to be a corresponding increase in the number of both academic and administrative staff. In the next few decades, there will be considerable attention given to quality, outstanding and distinguished administrative staff in Nigerian universities.

Consequently, there will be a search for very reliable and objective methods of training, recruiting and evaluating university staff. In the case of the academic staff, less emphasis is likely to be put on the current 'publish or perish' approach to promotion, and there will be a shift to evaluation based on a combination of actual teaching effectiveness as determined by both the students and the professional colleagues, in addition to other professional related criteria.

Among the administrative staff, promotion will no longer be based only on length of service cum qualification(s), but also on initiative, drive, creativity, problem-solving actions, crisis-averting decisions and exemplary leadership.

(vii) Considerable attention will be given to the training or re-training of university teachers in the use of modern teaching methods, and the use of a wide range of instructional resources such as computers, audio materials, objects and models, still and motion pictures, transparencies, graphic materials, television and radio, and community resources.

The university teacher in Nigeria in the future will be expected to possess a variety of competencies and skills in order to be able to function in an era of rapid technological advances in instructional technology. This is where the need for Instructional Media Centers and Instructional Development and Technology programs becomes increasingly crucial, even now in Nigerian universities.

(viii) As a result of mounting disatisfaction about the present structure of university degrees in Nigeria, the ongoing re-structuring processes of degree programs will be intensified. In particular, letter grades such as A, B+, C...will be replaced by a point system such as 4.0, 3.5, 3.0....In addition, more General Studies will be offered to eliminate narrow specializations. Time limit for graduation will be extended from 3-5 years to accommodate part-time studies, work-study, summer school and self-paced degree programs.

(ix) The universities will adopt more internal in-built mechanisms in their examinations and students evaluation systems in order to maintain and protect the international credibility of their degrees. Consequently, the current use of external examiners or assessors will be abolished.

(x) The curricula in Nigerian universities will be further liberalized and made more flexible. New areas of studies will be introduced. More and more Interdisciplinary Courses will be introduced. Students will be promoted on course rather than on yearly basis.

Considerable attention will be given to non-degree programs, Life-Long Education and Community Development/Service-oriented programs. This is the core of the idea of a 'wall-less' university or 'campus-less'

university which will be devoted to the ideal of a 'university of the people, by the people and for the people'. Thus the university will be able to enter every neighborhood, community, city and home.

(xi) A dynamic and effective administration is desirable and a must for the Nigerian university of the future. It has been said that several of the recurring campus-crises in Nigerian universities, are partly attributable to poor administration. The worse may yet come in view of the enormous growth and responsibilities envisaged for Nigerian universities in the future.

The amount and nature of growth and responsibilities envisaged in Nigerian universities in the future can only be equally matched by an administration that is sufficiently responsive to issues, problems and changes without being overwhelmed by them. The administration must have added sense of responsibility and public accountability, especially when it will continue to be the very vital hub on which the university's academic programs, students, staff and other services will revolve.

The type of administration needed in the future in Nigerian universities can only be achieved if the existing administrative processes and structures are re-examined and overhauled gradually, in the following areas:

i) A clear definition of the role of the NUC vis-a-vis those of the Federal Ministry of Education and the individual University authorities. The existing conflicts of power, responsibilities and roles in university matters among the three bodies must be removed.

ii) The present omnipotent nature of the office of the Vice-

> Chancellor must be diffused, by appointing more officers with executive powers to handle special areas of university administration, such as Academic Affairs, University Development, Students Affairs and Services, Research and Graduate Programs, Finance and Business, University Administration and Government/ Public Relations, Legal Affairs. These top executives will be styled Deputy Vice-Chancellors and will have full-time appointments so as to share with the Vice-Chancellor and Registrar the burden of responses, actions, concerns and decisions, and also a share of the blames of their actions. It must be realized in time that no one man can successfully steer the administration of the Nigerian university in the future.

The Vice-Chancellor of the university in the future needs to be assisted by many executive full-time deputies and a Provisional Council that is truly representative and made up of people with strong personality, a good working knowledge of the functions, needs and problems of a university. They need to be men and women who are not going to be easily pushed aside or around by the NUC or by the Federal Ministry of Education or by the Vice-Chancellor.

The concern for the future is a legitimate one which should be taken into account from time to time by every institution or organization, remembering that nothing should designed or structured to last for ever. Nigerian universities should, therefore, subscribe to the philosophy of always looking ahead. It is hoped that the NUC, the Federal Ministry of Education and the individual universities in Nigeria will constantly

engage in Trend Extrapolation of their existence, programs, settings and characteristics remembering that

Nothing is permanent
Today is part of yesterday
Tomorrow begins in today.

GROWTH OF UNIVERSITIES IN NIGERIA (1948 - 2000 A.D.)

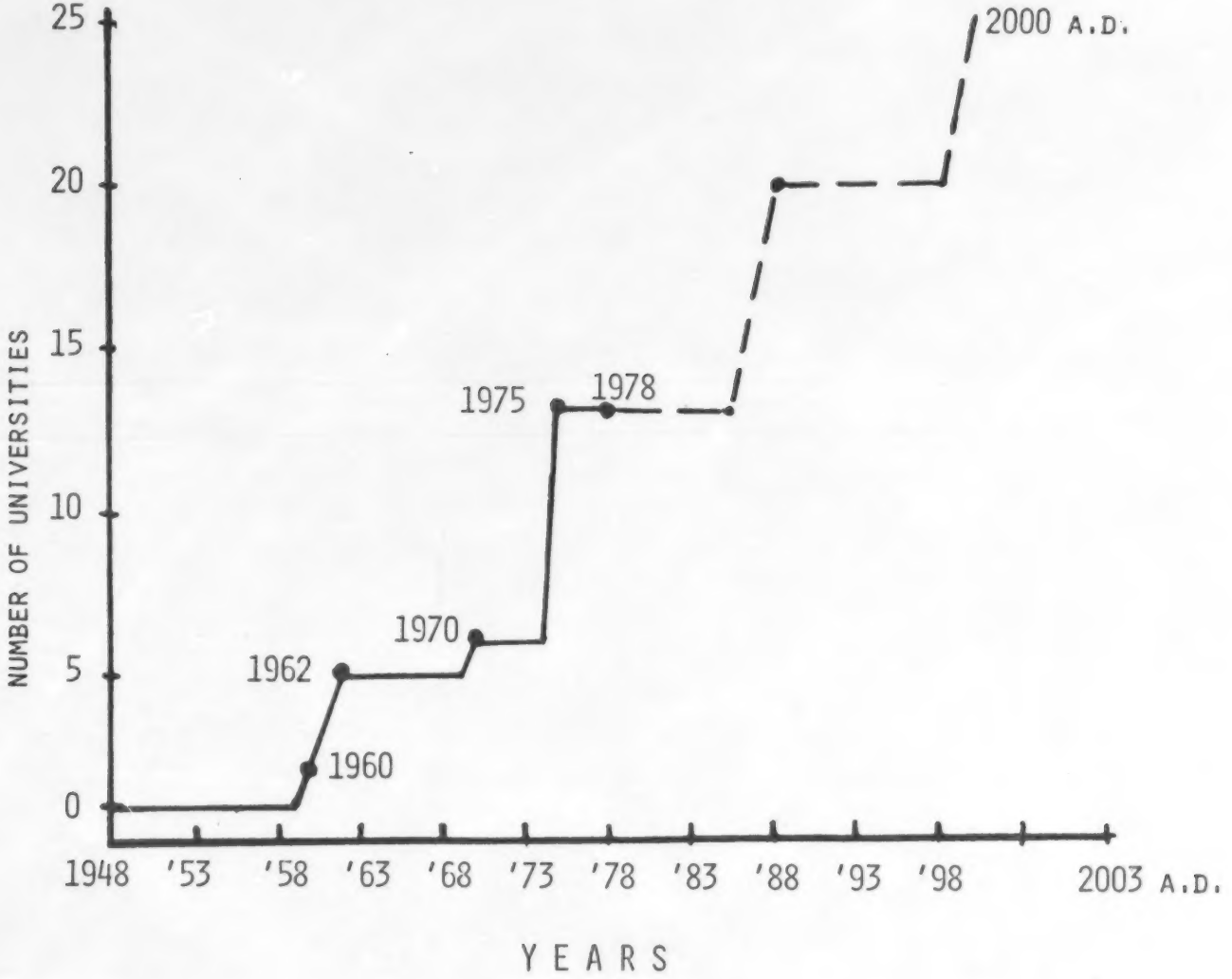

TABLE IV

Students' Population in Nigerian Universities 1961-1978

	Ibadan	Nsukka	Ahmadu Bello	Lagos	Ife	Benin	Ilorin	Calabar	Sokoto	Port Harcourt	Maiduguri	Jos	Ado Bayero	Total
1960-61	1136	259	-	-	-	-								1,395
1961-62	1501	905	-	-	-	-								2,406
1962-63	1688	1148	426	131	244	-								3,637
1963-64	2016	1828	588	271	475	-								5,148
1964-65	2248	2499	719	558	659	-								6,719
1965-66	2687	2579	946	722	713	-								7,697
1966-67	2729	3482	896	1119	945	-								9,171
1967-68	2559	*	1351	1436	1258	-								6,604
1968-69	3117	*	1745	2094	1661	-								8,617
1969-70	3380	*	2351	2395	1780	-								9,906
1970-71	3785	2954	2785	2421	2476	110								14,531
1971-72	3931	3363	3828	2797	3190	240								17,349
1972-73	3942	3898	5055	2958	3982	417								20,252
1973-74	*	*	*	*	*	*								24,498
1974-75	*	*	*	*	*	*								27,025
1975-76	*	*	*	*	*	*								33,204
1976-77	*	*	*	*	*	*	300	1100	-	-	600	600	900	39,220
1977-78	*	*	*	*	*	*	850	1400	450	250	1300	1200	1300	47,000

*Figures Not Available (The University was closed during the Nigerian Civil War 1967-70).
Source: National Universities Commission, Lagos.

ADMINISTRATIVE AND ROLES RELATIONSHIPS IN NIGERIAN UNIVERSITIES

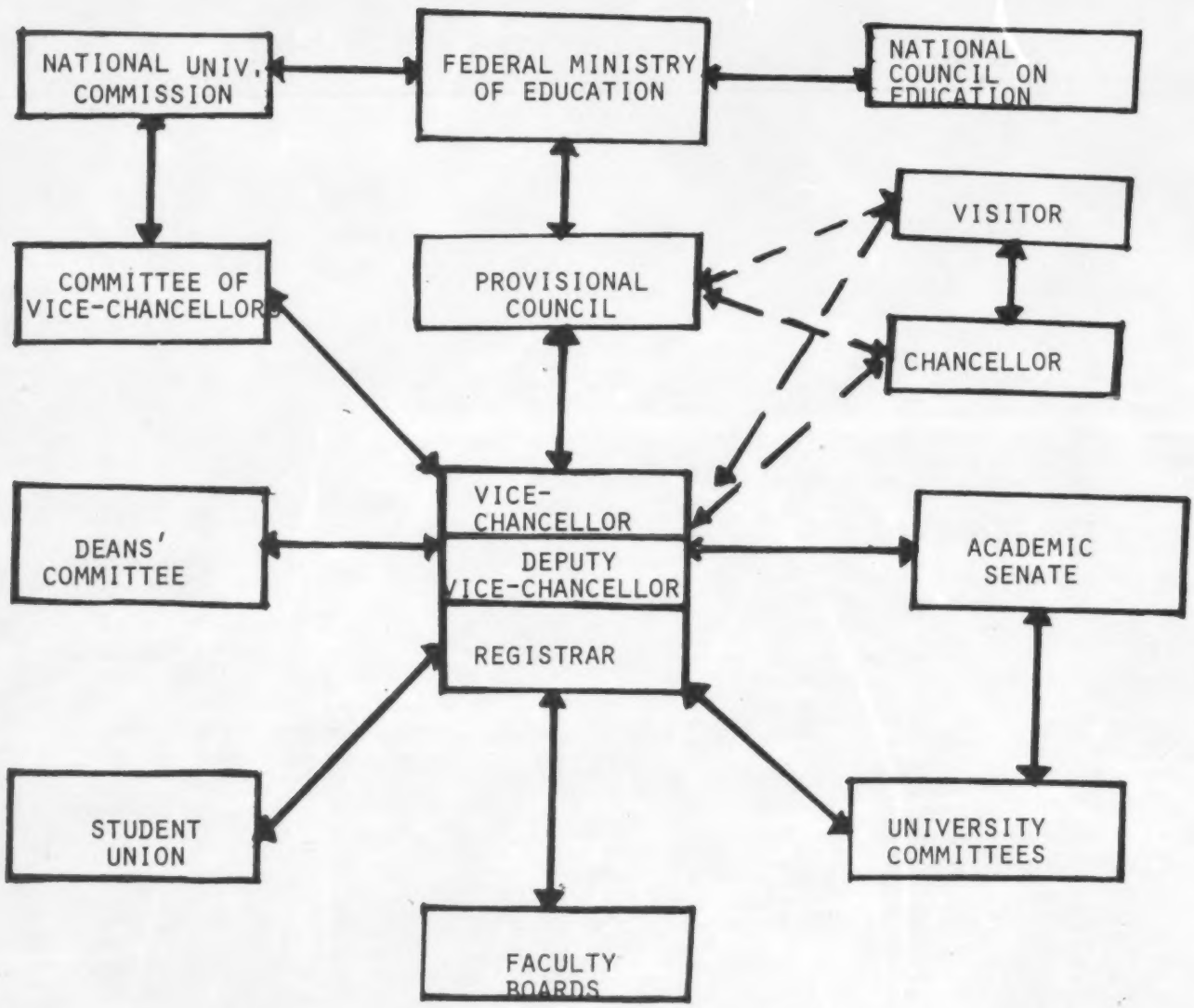

FIGURE III APPENDIX III

TOTAL ENROLLMENT IN NIGERIAN UNIVERSITIES 1962/63 1967/68

—— Total Enrollment all Subjects ---- Total Enrollment (Humanities)

-.-.- Total Enrollment in Pure and Applied Sciences

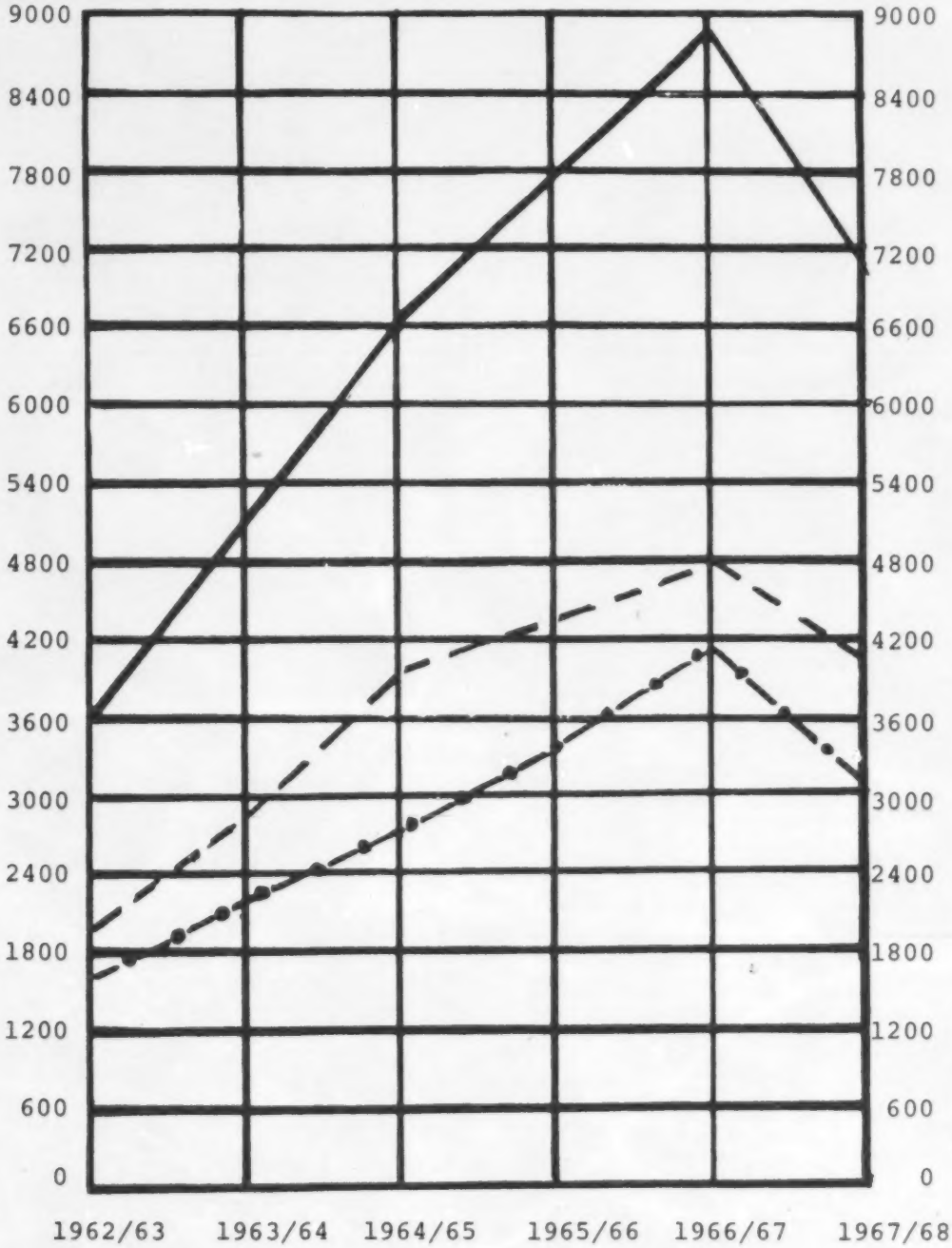

TABLE VI

Post-Independence Universities in Nigeria
Academic Orientation: Students Distribution

Faculty	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1972-73
	%	%	%	%	%	%	%	% *
Administration		-	-	-	6 -	4.8	5.9	5.2
Arts	32.1	21.6	20.0	21.0	22.0 -	19.4	18.4	16.9
Education		8.8	8.0	11.0	12.0 -	13.2	13.0	14.4
Law		4.7	5.0	5.0	5.0 -	4.9	5.3	4.8
Social Sciences	25.6	19.3	19.3	17.0	12.0 -	11.2	10.8	9.3
Pure Sciences	15.4	17.1	18.0	16.0	16.0 -	17.4	17.0	16.6
Medicine, Pharmacy & Nursing	8.0	8.4	9.0	12.0	12.0 -	12.0	12.6	12.4
Technology -Engineering -Surveying -Architecture	7.7	8.6	9.0	7.0	7.0 -	9.0	9.3	10.8
Agriculture -Forestry -Veterinary Medicine	8.7	8.5	10.0	7.0	8.0 -	8.1	7.6	9.6
Post-Graduate -Research	1.6	2.0	1.0	3.0	- -	-	-	-
Post-Graduate -Certificate	0.9	1.0	0.7	1.0	- -	-	-	-

*Percentage of Total Students Population
- Not Available
SOURCE: Annual Review of Nigerian Universities, 1965-1973.

TABLE VIII

Geographical Distribution
of Students in Nigerian Universities
1965 - 1973

Regions	1965-66	1966-67	Twelve States	1968-69	1969-70	1970-71	1971-72	1972-73
	%	%		%	%	%	%	%
			Benue-Plateau	2.8	-	2.8	3.8	4.2
			Kano	1.0	-	1.7	2.2	2.7
			Kwara	9.0	-	6.0	6.3	6.2
			North-Central	1.3	-	1.9	2.4	3.2
			North-Eastern	1.8	-	2.7	3.6	4.2
			North-Western	1.0	-	1.5	2.2	2.8
NORTH	9.8	10.0		16.9	-	16.6	20.5	23.3
			Rivers	2.0	-	2.1	2.3	2.0
			South-Eastern	5.0	-	5.4	5.2	4.9
			East-Central	0.5*	-	22.0	21.4	20.3
EAST	46.2	45.0		7.5*	-	29.5	28.9	27.2
			Lagos	2.6	-	2.7	2.5	2.2
			Western	53.7	-	36.1	33.7	33.6
WEST	29.5	31.0		56.3	-	38.8	36.2	35.8
MID-WEST	11.2	11.0	Mid-West	16.7	-	13.2	12.7	12.4
FOR-EIGNERS	2.5	2.0	Foreigners	2.6	-	1.8	1.7	1.3

*Affected by the Civil War
- Not Available

SOURCE: Annual Review of Nigerian Universities, 1965-1973.

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